

CONTINUOUS IMPROVEMENT MONITORING PROCESS IMPROVEMENT PLAN

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Summary

This report is the Improvement Plan from the Michigan Department of Education, Office of Special Education and Early Intervention Services for infants, toddlers, children and youth with disabilities and their families.

It outlines plans for resolution of many of the systemic issues identified through the Continuous Improvement Monitoring Process (CIMP) Self-Assessment and a deep exploration of the system barriers that impede progress in implementation of the Individuals with Disabilities Education Act (IDEA) in Michigan. The Improvement Plan addresses priority issues with action steps, timelines, and evaluation and outcome measures.

Introduction

The Michigan Department of Education, Office of Special Education and Early Intervention Services, (MDE, OSE/EIS) is committed to improving results for infants, toddlers, children and youth with disabilities and their families. The Continuous Improvement Monitoring Process (CIMP) has been central to the MDE, OSE/EIS planning. The CIMP process has provided the context for deeper exploration of the system barriers that impede progress in implementation of the Individuals with Disabilities Education Act (IDEA). The CIMP has also encouraged the discovery of the root causes of these barriers and the development of an improvement plan to help resolve them.

Background

In 1999-2000, the MDE engaged in a self-assessment as part of the CIMP. This self-assessment was conducted by 130 stakeholders representing all aspects of the Part C and Part B system. The CIMP Steering Committee, a subset of the large stakeholder group who conducted the self-assessment, further refined the findings from the self-assessment. A self-assessment report was completed by the MDE, OSE/EIS and submitted to the United States Department of Education, the Office of Special Education Programs (OSEP), for review.

The OSEP provided feedback regarding areas of concern they wanted the MDE, OSE/EIS to address immediately. These concerns were:

Part C: Establish an *Early On*® System Review (EOSR) link to the General Supervision cluster, and set an EOSR cycle with a specified number of reviews per year.

Part C: Review the concern about sufficient numbers of service coordinators and the ability of families to identify their service coordinators. Address the local review process and appropriateness of evaluations within the Natural Environments cluster.

Part C: Work on barriers to information, referrals and services as noted in the Comprehensive Public Awareness and Child Find System cluster.

Part C: Address the consistency and timeliness of Transition Plans and options for children not eligible for Part B at age three within the Early Childhood Transition cluster.

Part B: Address the following concerns about due process Complaints/Hearings (General Supervision cluster):

- * hearing officer selection process,
- * timeliness,
- * limited ability to track patterns of concerns,
- * limited use of mediation, and
- * oversight of corrective actions.

Work began immediately to address these areas of concern. The SICC and its subcommittees played a major role in the development of preliminary strategies for the Part C areas of concern. The Part B areas of concern were addressed by the policy staff of the MDE, OSE/EIS, as they are the primary implementers of improvements within the due process system. The MDE, OSE/EIS submitted an Improvement Plan to the OSEP in December 2001 to begin resolution of the concerns. It was understood that the plan submitted in December was a preliminary plan of action, and that the CIMP Steering Committee would conduct a more in-depth analysis of many of these concerns over the coming months. Beginning in fall 2001, the CIMP Steering Committee created the foundation for deeper exploration of the areas of concern. By winter 2001, the CIMP Steering Committee and other invited guests were conducting root cause analysis on selected areas of concern. By spring 2002 the analyses were completed and strategic directives were formulated, resulting in the Improvement Plan.

The Improvement Planning Context

No Child Left Behind Act

In this past year, the *No Child Left Behind Act* (NCLB) has become the driving force in education reform. The inclusion of the performance of students with disabilities in the accountability structures of the NCLB signals the beginning of a new era for special education; an era in which the separation of special education from general education will no longer be supported. The MDE, OSE/EIS collaborated with other departments within the MDE to complete Michigan's NCLB plan. The MDE anticipates that the reauthorization of the IDEA will closely align with the NCLB Act, increasing the demand for an orientation toward results.

The work the CIMP Steering Committee will engage in next year focuses on improvement planning for student results and system outcomes. Two areas will be addressed: School age: *Students with disabilities reach challenging educational standards* and Post School: *Young adults with disabilities have employment, further education, or other meaningful activities*. This will establish the groundwork for improving results for students with disabilities.

Education YES!

At its March 2002 meeting the State Board of Education approved *Education YES! – A Yardstick for Excellent Schools* as the new school accreditation system. *Education YES!* is based on standards that focus on every school working with every student. Measures of school performance and measures of student achievement are the foundation of this system. Student achievement will include the following measures:

- achievement status to measure how well a school is doing in educating all students
- achievement change to measure whether student achievement is improving or declining
- achievement growth to measure whether students are achieving at least one year of academic growth for each year of instruction

All data will be disaggregated and reported per the *No Child Left Behind Act* criteria, including the achievement of students with disabilities. Michigan's school accreditation system will report to school districts, school buildings, and to the public. The first public reports are scheduled for release December 2002. These data will be critical to the improvement planning work of the CIMP Steering Committee in the coming year.

Michigan Compliance Information System

In order to meet the emerging accountability demands, a substantial upgrade of the existing data collection system for both Part C and Part B is necessary. The Michigan Compliance Information System (MI-CIS) is designed as a web-based information management tool with the ability to manage compliance information at the district level (e.g., graduation rates for students with disabilities, drop out rates, suspension and expulsion). Early Intervention data necessary for Part C reporting are also available through MI-CIS and can be disaggregated to the Local Service Area level. The MI-CIS will also provide information regarding the due process system (hearings, complaints and mediation) and follow-up data regarding the post-school outcomes of students with disabilities.

The development and implementation of this system is critical for compliance and for the MDE, OSE/EIS to continue its engagement in continuous improvement.

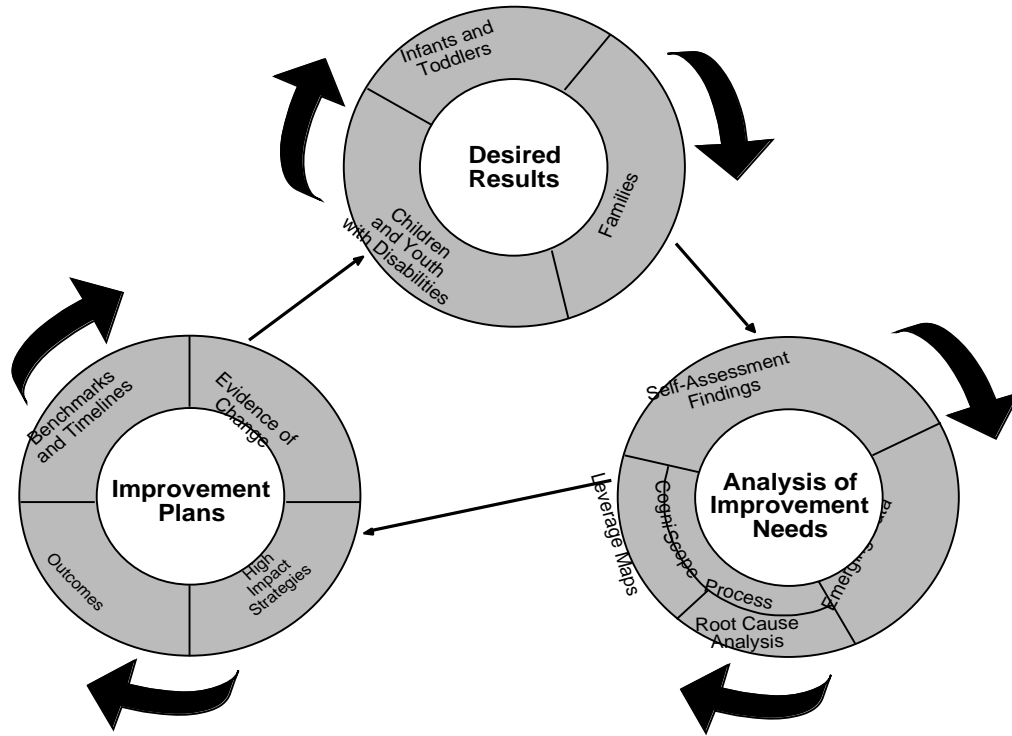
The State Improvement Grant

Michigan received a State Improvement Grant (SIG) from the OSEP in 1999. This grant supports personnel development (PD) that improves the performance of students with disabilities. Priorities for personnel development were established through the State Improvement Plan (SIP), developed and submitted with the SIG application. The priorities originally identified in the SIP continue to be addressed through the SIG and adhere to the SIGs original concept of personnel development as including research-based practices and evaluation, awareness and dissemination, sustained learning and capacity building.

The CIMP has greatly impacted the work of the SIG. Once the CIMP self-assessment was completed, it became clear that a number of personnel development issues required attention and that the use of SIG funds to engage in personnel development capacity building was necessary. The self-assessment results triggered a re-design of the SIG delivery model so that additional resources are channeled directly to improving the PD capacity of the MDE, OSE/EIS grantees and to the development of new initiatives based on strategic directives set by the CIMP Steering Committee.

It is anticipated that the impact of the CIMP on the use of SIG resources will be even greater in the coming year as the CIMP Steering Committee establishes school-age and post-school strategic directives for students with disabilities.

The Process



Desired Results

The identification and definition of the desired results for infants, toddlers, children and youth with disabilities and their families was the first step in this year's improvement planning process. The CIMP Steering Committee members identified result areas and desired results. These were reviewed and refined jointly by the SICC and the SEAC. The results that the MDE, OSE/EIS will use throughout the continuous improvement process are as follows:

Result Area	Desired Results
General Supervision	The MDE, OSE/EIS, assures a collaborative, effective, statewide system for infants, toddlers, children and youth with disabilities and/or developmental delays (birth to 26) and their families resulting in timely access to appropriate resources and services that ensure Early Intervention Services in Natural Environments (EIS in the NE) and a Free Appropriate Public Education in the Least Restrictive Environment (FAPE in the LRE)

Result Area	Desired Results
Birth to Five	<p>All children with special needs, birth through five, meaningfully participate in school and life.</p> <p>Family, school and community support the continuous growth and development of children with special needs.</p> <p>The educational and community systems are flexible and accept all children at their developmental level by providing effective supports and services.</p>
School Age	<p>Students with disabilities reach challenging educational standards.</p> <p>Students with disabilities have supportive, caring, positive relationships and meaningful community involvement.</p> <p>Students with disabilities, families, and educators have the knowledge and skills needed for productive next steps.</p>
Post School	<p>Young adults with disabilities have employment, further education, or other meaningful activities.</p> <p>Young adults with disabilities participate in community life.</p> <p>Young adults with disabilities have the knowledge and skill to be self-determined.</p> <p>Young adults with disabilities are lifelong learners.</p>

This year's improvement planning focused on two result areas, General Supervision and Birth to Five, since the priority was to address the OSEP's areas of concern.

Analysis of Improvement Needs

The process used by the MDE, OSE/EIS for development of the improvement plan is called "Design for Results". The Great Lakes Area Regional Resource Center (GLARRC) was instrumental in assisting the MDE, OSE/EIS in the implementation of Design for Results teams. In this process, design teams were established to address areas of concern. Two teams were formed, one to address the General Supervision issues and the other to address Birth to Five concerns. CIMP Steering Committee members, other content experts from the field, Part C interagency partners and MDE,

OSE/EIS staff made up each of the teams. The teams examined the CIMP self-assessment and other data sources to initiate their dialogue.

As the staff examined the concerns expressed by the OSEP, it was clear that some of those concerns could be addressed internally with little need for stakeholder involvement. Other issues required in-depth discussion and analysis in order to create systemic improvement. Only those issues that required root-cause analysis came forward to the CIMP Steering Committee for discussion.

The Design for Results process was supported by the CogniScope system. GLARRC provided design and facilitation expertise in the implementation of CogniScope to the MDE, OSE/EIS. The GLARRC also provided the technological and human resource support necessary to engage in the process. The CogniScope approach enables teams to engage in conversations that impose the discipline of “focused and open dialogue.” As a result of the dialogue, the stakeholders generate and clarify the meaning of a number of ideas/observations and produce a variety of “team-based relational patterns”. One of the principal outcomes of the collaboration is the learning and integration of diverse viewpoints and perceptions as it relates to the action plan for addressing complex situations. The discovery of “deep drivers” and causal relationships was especially important to the CIMP Steering Committee as they developed strategic directives for the improvement plan.

A complete description of the Design for Results process and all supporting products developed through the CogniScope is located in Appendix A.

Improvement Plan

Through the Design for Results process, the CIMP Steering Committee set strategic directives, intended to address the systemic issues identified through the CogniScope dialogue. These strategic directives form the core of the Improvement Plan.

In order to improve the Due Process System, the CIMP Steering Committee has set the following strategic directives:

Area	Strategic Directives
New Spirit	Conceptually align Michigan’s due process system with the intent and spirit of the federal requirements for resolving disputes
Alternative Dispute Resolution	<p>Extend “stay put” to mediation requests.</p> <p>Conduct a formal evaluation focused on the perception of mediation among constituents, identifying how key constituents portray mediation when consulting with individuals in conflict, and identifying effective marketing strategies.</p> <p>Conduct ongoing evaluation of consumer satisfaction with the mediation process and outcomes.</p>

Area	Strategic Directives
Alternative Dispute Resolution (continued)	<p>Promote mediation to a wider audience.</p> <p>Promote a sense of deliberate fellowship among the educators, students and parents.</p> <p>Refine the current IDEA mediation system to include “attractive” and “effective” components built on a commitment to build or rebuild “deliberate fellowship”.</p> <p>Ensure the cultural competency of the IDEA mediation system.</p> <p>Provide ongoing training and support to special education mediators.</p>
Effective Complaint System	<p>Increase oversight and technical assistance to ensure that repeated violations are tracked and reported.</p> <p>Study the two tier complaint process</p> <p>Gather and report data on the complexity of complaint cases.</p> <p>Gather and report data regarding timeline extensions. Take action when extensions occur for insufficient reasons.</p> <p>Improve understanding of complaint issues, including patterns of concern among key special education stakeholders through consistent reporting.</p>
Hearing System Design	<p>Support a one tier system of salaried magistrates to hear all cases and act as independent fact finders.</p> <p>Continue tracking the progress of hearings to improve timeliness, including analysis of data regarding delays in meeting time lines, tracking individual hearing officers, and reporting data to the public, while system reform is underway.</p> <p>Establish an ongoing user evaluation of the due process hearing system regarding process, participants and outcomes</p> <p>Establish an independent advocate program to assist parents in the hearing process.</p>
Marketing	<p>Evaluate the effectiveness of the marketing plan and associated products with diverse stakeholders to assure accessibility and cultural competence.</p>

Area	Strategic Directives
Marketing (continued)	<p>Dissemination of information and professional development with respect to aligning MI due process system with the spirit of the federal requirements related to dispute resolution.</p> <p>Develop and disseminate an overview of the due process hearing system that is accessible in multiple formats and settings.</p>

In order to improve the Birth to Five delivery system, including *Early On*, the CIMP Steering Committee set the following strategic directives:

Area	Strategic Directives
Systems Reform Through Policy and Funding	<p>Identify specific policy and regulation changes needed to provide adequate funding for service coordination</p> <p>Adopt funding and service provision policies and guidelines across agencies that support EIS in the NE</p> <p>Update eligibility determination process and procedures</p> <p>Study service coordination models (at local, state and national levels) to determine how to best provide service coordination in specific geographic and political areas.</p> <p>Analyze true cost of providing early intervention services and funding source(s)</p> <p>Establish state level funding as match for federal Part C funding</p> <p>Identify and remove barriers to flexible funding system wide to fully support provision of services in early intervention services in the natural environment</p> <p>Institute fiscal reform including pooling of funds at the state and local levels</p>
Collect, Analyze and Disseminate Data State-Wide for System Improvement	<p>Develop work load recommendations (based upon delivery models) for service coordinators.</p> <p>Analyze Child Find data with service areas that are below the 2.2% target and provide technical assistance as needed.</p> <p>Build state and local level EO capacity to use data for planning and system improvement</p>

Area	Strategic Directives
Strengthen and Coordinate Training and Personnel Development to Uniformly Achieve State Quality Standards	<p>Develop and implement standards for Part C to Part B transition for use by Part C and Part B monitors.</p> <p>Conduct personnel development needs assessment of EO personnel</p> <p>Identify and promote successful models for conducting appropriate timely evaluations</p> <p>Develop the pre-service and in-service training curriculum for <i>Early On</i> personnel and families to address the competencies</p> <p>Base sustained learning activities on research results relative to effectiveness of EIS in NE</p>
Public Awareness: Engage the Public and Our Partners	<p>Identify and promote successful and diverse tools and models for conducting appropriate evaluations.</p> <p>Inform all primary referral sources of their responsibility to complete Child Find activities</p> <p>Develop culturally competent Child Find practices and materials</p> <p>Establish mechanisms to work with locals to improve performance (i.e., clear partner expectations regarding Child Find areas of concern)</p>
Build and Improve Local Capacity Through Self-Assessment	<p>Contract with EO T & TA project to hire monitors to increase the number of sites reviewed.</p> <p>Identify and address factors that contribute to the persistence of systemic Child Find barriers.</p> <p>Create service area self-assessment process which addresses community assets/development</p> <p><i>Coordinate EO various sources of data to develop a continuous improvement plan in each local service area</i></p>

The Improvement Plan includes activities, benchmarks, time lines, resources, outcomes and evidence of change for each of the strategic directives.

Next Steps

In the coming year (2002-2003), the CIMP will focus on developing a systemic Improvement Plan to positively impact results for school age students and post school young adults with disabilities and their families. This work will substantially promote the integration of students with disabilities toward to intended results of the *No Child Left Behind Act*. Beginning in the fall 2002, the Design for Results process will be used to address the school age result area *Students with disabilities reach challenging educational standards*. In winter 2003, the post-school result area *Young adults with disabilities have employment, further education, or other meaningful activities* will be addressed through the Design for Results process. The strategic directives generated will be integrated into this Improvement Plan, resulting in a plan that addresses concerns in each area of the Early intervention and Special Education system.

A designated CIMP coordinator will monitor the activities, benchmarks and time lines submitted in this report. Data, evaluation results and the MDE, OSE/EIS progress on this Improvement Plan will be reported to the SICC, SEAC and CIMP Steering Committee on a regular basis (at least twice per year). Public reporting on the improvement plan and the MDE, OSE/EIS progress will occur annually. Revisions or modifications to the Improvement Plan will be made based upon data and with the guidance of the CIMP Steering Committee, setting the cycle for continuous improvement.

Result Area: General Supervision

Introduction

The MDE, OSE/EIS, assures a collaborative, effective, statewide system for infants, toddlers, children and youth with disabilities and/or developmental delays (birth to 26) and their families resulting in timely access to appropriate resources and services that ensure Early Intervention Services in the natural environment and free and appropriate public education in the least restrictive environment.

The CIMP Steering Committee addressed the areas of concern raised through the self-assessment process and by the OSEP. The Design for Results Process outlined in Appendix A was used to discover causal relationships and deep drivers related to the due process system. It was realized through this process that the MDE, OSE/EIS had not conceptualized a due process “system”. Through the Design for Results process, a new level of understanding was reached regarding the historical roots of Michigan’s due process procedures and their variance with the IDEA. This resulted in an overall strategic directive from the CIMP Steering Committee, which they entitled “New Spirit”:

Conceptually align Michigan’s due process system with the intent and spirit of the federal requirements for resolving disputes

Within the context of this new spirit, specific strategic directives for each aspect of the due process system were established. They form the core of the Improvement Plan and address all areas of concern.

Concern Addressed	CIMP Steering Committee Strategic Directives
Limited use of mediation	<p>Design components for an “attractive” and “effective” IDEA mediation system that is built on a commitment to build or rebuild “deliberate fellowship”.</p> <p>Promote a sense (culture) of deliberate fellowship between the education establishment and students and parents.</p>

Concern Addressed	CIMP Steering Committee Strategic Directives
<p>Limited ability to track patterns of concerns</p> <p>Oversight of corrective actions</p> <p>Timeliness of complaints</p>	<p>Increase oversight and technical assistance to ensure that repeated violations are tracked and reported.</p> <p>Study the two tier complaint process Revise internal office complaint procedures and report to improve public understanding of issues.</p> <p>Improve understanding of patterns of concern among key special education stakeholders through consistent reporting.</p>
<p>Hearing officer selection process</p> <p>Timeliness of hearings</p>	<p>Support a system of salaried magistrates to hear all cases and act as independent fact finders.</p> <p>Establish an independent advocate program to assist parents in the process.</p> <p>Establish an ongoing user evaluation of the due process hearing system regarding process, participants and outcomes</p> <p>Adopt a one tier system.</p>
<p>.</p>	<p>Dissemination of information and professional development with respect to aligning MI due process system with the spirit of the federal requirements related to dispute resolution.</p> <p>Promote mediation project to a wider audience.</p> <p>Develop and disseminate an overview of the due process hearing system that is accessible in multiple formats and settings.</p>

The Improvement Plan activities are labeled and grouped according to the functions they represent. These functional headings will allow the MDE, OSE/EIS to further analyze the early intervention and special education system needs and to allocate resources to meet the needs.

The functional categories used in this report are:

Oversight: These activities are primarily implemented by MDE, OSE/EIS staff to meet their responsibility to the MDE and the OSEP.

Evaluation: Indicates that the activity involves the systematic collection and assessment of information in order to provide useful feedback.

Data: Identifies new data needs.

Awareness and Dissemination: The activity is primarily information sharing and awareness building (e.g., one day workshop, brochure).

Sustained Learning: The activity involves ongoing learning for a group of stakeholders in order to help them enhance their practice.

Capacity Building: Identifies activities that enhance the capacity of the system, especially at the intermediate, local and building level, to implement systems change.

Advocacy: These activities need organized support from advocacy organizations in order to move forward. Legislative and Michigan State Board of Education actions are in this category.

Every Improvement Plan activity has associated resources, benchmarks, timelines, and an outcome. Each strategic directive includes information on the current level of performance and evidence of change. Appendix B contains a compilation of the timelines for the strategic directives.

General Supervision Strategic Directive GS/SD1-02:

Improve the alternative dispute resolution process.

Current Level of Performance:

The CIMP Steering Committee understands that the dispute resolution system includes both informal and formal dispute resolution. Stakeholders agree that the new system must be based on a culture of fellowship. Collaboration and fellowship among educators, students and parents will prevent the escalation of many disputes to an adversarial stage. To address the OSEP's concern regarding limited use of mediation, it is recommended that the MDE, OSE/EIS design the mediation process with the components necessary to make it attractive and effective, aligned with the IDEA, and built on a commitment to a culture of "deliberate fellowship." (Strategic Directive 45)

The MDE, OSE/EIS, funds a state discretionary project, The Dispute Resolution project, to ensure statewide access to mediation at no cost to either party. The CIMP Steering Committee also recognizes that many disputes are resolved between parents and school personnel informally and do not require use of the formal mediation process. Further, there are private providers of mediation services who, while they are not a no-cost option, have an important impact on the use of mediation in Michigan.

For the purposes of continuous improvement of the mediation system, the focus of the Improvement Plan is on the part of the system directly under the control of the MDE, OSE/EIS, namely The Dispute Resolution Project. The CIMP Steering Committee used the term "IDEA mediation" to refer to the formal, no-cost mediation system mandated by the IDEA.

It is the data from the Dispute Resolution Project that form the baseline reported here:

Date	Number of Mediation Cases	Agreement Rate	Hearings Cancelled Due to Mediation
10/00 to 09/01	54	85%	6
10/01 to 03/02	33	60.6%	5

The Dispute Resolution Project conducts a participant evaluation following each mediation. Participant evaluation data from October 2001 to March 2002 indicate that LEAs are the largest source of referral to mediation (35%). Participants had adequate information concerning what would happen during the mediation session (72.6%) and the mediator role (98.41%). Participants were given the opportunity to discuss issues of importance to them (96.78%), and the mediators listened carefully to everyone (96.83%), seemed to understand (95.24%) and remained neutral (93.55%). Participant outcomes included a better understanding of others' points of view (72.13%) and, for some, improved relationships (44.44%)

The Dispute Resolution Project also conducts awareness level training sessions throughout the state to ensure that special education stakeholders are aware of the mediation system and what services are available through the project.

Number of Awareness Trainings:

Organization	10/00 to 09/01	10/01 to 03/02
Parent Advisory Committee	9	4
Other Parent Group	5	1
Advocacy Organization	17	4
Local School District	15	5
Intermediate School District	12	10
Other	0	1

Improvement Plan Assumptions:

- Mediation includes both formal and informal dispute resolution.
- Improving awareness of IDEA mediation will result in increased use of the system.
- Promoting deliberate fellowship among educators, students and parents will increase the use of mediation over complaints and hearings.
- Ensuring the cultural competency of special education mediators will increase the use of mediation.
- Evaluation data will result in information that can be used to improve the IDEA mediation system. Improving the system will result in increased use.
- Extending “stay put” provisions to include mediation cases will result in increased use of the system.
- Providing ongoing support and education to special education mediators will result in improved mediator competency. Improved competency will lead to increased use of mediation.

Evidence of Change (Long Term)
<i>How will this make a difference for children with disabilities and their families?</i>
Increased use of mediation will result in a less adversarial system as measured by improved consumer satisfaction ratings and an increase in the number of cancelled hearings.

General Supervision Strategic Directive GS/SD1-02:

Improve the alternative dispute resolution process

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE/OSE/EIS	Oversight: Extend “stay put” to mediation requests.	By 12/02, propose revisions to special education rules to include mediation “stay-put”. (A1) By 02/03, public comment is held. Input results in revisions. (A2) By 06/03, special education rules include mediation “stay-put”. (A3)	Extending stay-put to mediation requests will result in an increase in mediation requests.
MDE, OSE/EIS Dispute Resolution project grantee Contracted Consultant	Evaluation: Conduct a formal evaluation focused on the perception of mediation among constituents, identifying how key constituents portray mediation when consulting with individuals in conflict, and identifying effective marketing strategies.	By 12/02, develop an evaluation design in concert with the Mediation Grantee. (B1) By 02/03, develop and fund an evaluation implementation plan. (B2) By 06/03, collect and report baseline evaluation. (B3) By 10/03, modify the work plan of the mediation grantee based on data and strategic improvements necessary. (B4)	MDE, OSE/EIS staff and advocacy organizations can identify situations that will most likely be resolved by IDEA mediation as measured by referral data.

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS Dispute Resolution Project Grantee SICC SEAC CIMP Steering Committee	Evaluation: Conduct ongoing evaluation of consumer satisfaction with the mediation process and outcomes.	Annual: Report data to key special education stakeholders. (BB1on) <i>Ongoing: Continue current participant evaluation conducted by Dispute Resolution project with revisions and additions as needed. (BB2on)</i> <i>Ongoing: Use data for continuous improvement of the mediation system. (BB3on)</i>	Evaluation results in continuous improvement of the mediation system as measured by an increase in mediation requests and data driven changes in the mediation grantee's work plan.

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS Dispute Resolution Project Grantee Public Awareness Grantee SIG	Awareness and Dissemination: Promote mediation to a wider audience.	<p>By 08/02, draft revised mediation procedures. (D1)</p> <p>By 10/02, complete public review of proposed revisions to mediation procedures. (D2)</p> <p>By 12/02, finalize revised mediation procedures. (D3)</p> <p>By 04/03, integrate mediation procedures into existing mediation training curriculum. (D4)</p> <p>By 04/03, consultation by the Public Awareness Grantee with the Dispute Resolution project results in an information dissemination plan. (D5)</p> <p>By 06/03, dissemination plan is implemented with assistance from SIG. (D6)</p> <p><i>Ongoing: Report mediation successes through the CEN Newsline or other statewide publications that reach special education stakeholders, according to their publication schedules (D7on).</i></p>	<p>A minimum 15% increase per year in IDEA mediations.</p> <p>As mediations increase there will be a proportionate decrease of complaints and hearings.</p>

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS Dispute Resolution Project Grantee SICC SEAC CIMP Steering Committee	<p>Capacity Building: Promote a sense of deliberate fellowship among the educators, students and parents.</p> <p>Capacity Building: Refine the current IDEA mediation system to include “attractive” and “effective” components built on a commitment to build or rebuild “deliberate fellowship”.</p>	<p>By 10/02, The Dispute Resolution project will promote combined awareness training sessions for mediation (parents and providers trained together). (E1)</p> <p>By 10/02, data collection of combined and single audience training sessions will be initiated. (E2)</p> <p><i>Annual: Report data reported to key special education stakeholders. (E3on)</i></p> <p><i>Ongoing: Use data for continuous improvement of the mediation system. (E4)</i></p>	<p>A minimum 15% increase per year in IDEA mediations.</p> <p>Combined awareness training sessions outnumber sessions provided to single constituent audiences.</p>

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS Mediation Grantee SICC SEAC CIMP Steering Committee	Capacity Building: Ensure the cultural competency of the IDEA mediation system.	<p>By 10/02, establish a diverse advisory committee through the Dispute Resolution Project to review products and processes for cultural competency. (EE1)</p> <p>By 10/02, add race and ethnicity data to the mediation participant data presently collected by the grantee. (EE2)</p> <p>By 10/03, establish race and ethnicity data baseline regarding use of IDEA mediation. (EE3)</p> <p>By 10/03, report race and ethnicity data regarding special education mediators. (EE4)</p> <p>By 12/03, conduct and report a proportionality analysis by race and ethnicity among mediation users. (EE5)</p> <p><i>Annually: Report data reported to key special education stakeholders. (EE6on)</i></p> <p><i>Ongoing: Revise products and processes based on advisory committee recommendations.(EE7on)</i></p> <p><i>Ongoing: Use data for continuous improvement of the mediation system. (EE8on)</i></p>	A racially and ethnically proportionate number of families use`` IDEA mediation for dispute resolution.

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS Dispute Resolution Project Grantee SIG SICC SEAC CIMP Steering Committee	Sustained Learning: Provide ongoing training and support to special education mediators.	By 12/02, the SIG will consult with the Mediation Grantee to develop a sustained learning model for mediators. (F1) By 02/03, the SIG will fund the agreed upon sustained learning model and its evaluation. (F2) By 02/04, disseminate evaluation report to key special education stakeholders. (F3)	A minimum 15% increase per year in IDEA mediations.

General Supervision Strategic Directive GS/SD2-02:

Improve the effectiveness of the complaint process.

Current Level of Performance:

The timeliness of complaint investigations has been a concern of the CIMP Steering Committee, the MDE, OSE/EIS staff, and the OSEP. Timely investigations have been impacted by the complexity of the issues within a complaint, difficulty obtaining needed information, and inadequate documentation of time lines. Tracking patterns of concern and oversight of corrective actions are also areas that need systemic improvement. The CIMP Steering Committee recommended that MDE, OSE/EIS revise internal office complaint procedures and reporting to improve public understanding of issues (Strategic Directive 41) and improve understanding of patterns of concern through consistent reporting (Strategic Directive 30). It was proposed that oversight and technical assistance increase (Strategic Directive 31) and that the two tier complaint system is studied (Strategic Directive 41).

Complaint Data	01/01/01 to 11/16/01	01/01/02 to 06/30/02
Number of cases closed	274	127
Closed within time line	165 (60.2%)	85 (69.7%)
Closed beyond time line	109 (39.8%)	37 (31.3%)
Days beyond time line	1 to 311 (avg. 57.2 days)	1 to 266 (Benchmark set at 250)

Seventeen (17) of the cases closed beyond the time line (01/01/02 to 06/30/02) were due to overdue or incomplete ISD reports; ten (10) were due to the complexity / number of allegations; ten (10) were due to various single/unknown reasons.

Improvement Plan Assumptions:

1. Revised procedures for managing complaints will improve the timeliness of investigations.
2. Consistent reporting of data to stakeholders will result in their improved understanding of the timeliness issues related to complaint investigations.
3. Increased visibility of and attention to timeliness as an issue will improve the timeliness of investigations.
4. Evaluation of the efficacy of a one tier v. two tier complaint system may yield further information critical to improvement of the complaint system.

Evidence of Change (Long Term)
<i>How will this make a difference for children with disabilities and their families?</i> Timely resolution of complaints will result in timely implementation of early intervention services in the natural environment and free and appropriate public education in the least restrictive environment for infants, toddlers children and youth with disabilities as measured by the time line data.

General Supervision Strategic Directive GS/SD2-02:

Improve the effectiveness of the complaint process.

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS MI-CIS SICC SEAC CIMP Steering Committee	Oversight: Increase oversight and technical assistance to ensure that repeated violations are tracked and reported.	<p>By 12/02, revise internal complaint procedures by:</p> <ul style="list-style-type: none">• Assigning the same complaint manager to the same complainant;• Developing a system to track repeated violations by entering this information into the data base;• Requiring the supervisor to review corrective actions for complaints with repeated violations (A1) <p>By 12/02, revise complaint procedures to increase the range of corrective actions. (A2)</p> <p>By 12/02, integrate complaint data into the MI-CIS. (OSE/EIS staff will continue to hand-tally data until MI-CIS is ready). (A3)</p> <p><i>Annual: Report data to key special education stakeholders.(A4on)</i></p> <p><i>Ongoing: Use data for the continuous improvement of the complaint system. (A5)</i></p>	Repeated violations will be tracked through MI-CIS data and reported through revised internal complaint procedures.

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS SICC SEAC CIMP Steering Committee	Evaluation: Study the two tier complaint process	<p>By 02/03, the MDE, OSE/EIS will study the efficacy of a one tier to replace the current two tier complaint system. (B1)</p> <p>By 07/03, distribute the study to stakeholders. (B2)</p> <p>Further steps in this area will take place based upon the findings in the study and recommendation from the CIMP Steering Committee.</p>	Systemic revision of the complaint process, if needed, is based on data and research.
MDE, OSE/EIS MI-CIS SICC SEAC CIMP Steering Committee	Data: Gather and report data on the complexity of complaint cases.	<p>By 08/02, finalize and codify "complexity" criteria. (C1)</p> <p>By 08/02, initiate baseline data collection. (C2)</p> <p>By 12/02, integrate data into MI-CIS. (C3)</p> <p><i>Annual: Report data reported to key special education stakeholders. (C4on)</i></p> <p><i>Ongoing: Use data for the continuous improvement of the complaint system. (C5on)</i></p>	Time line extensions due to case complexity will meet the established criteria and will be understood by stakeholders.

Resources	Activities	Benchmarks and Time Lines	Outcomes
		<p>By 12/04, 80% of complaint investigations will be completed within the time line. (CC11)</p> <p><i>Annual: Report data to key special education stakeholders. (CC12on)</i></p> <p><i>Ongoing: Use data for continuous improvement of the complaint system. (CC13on)</i></p>	
<p>MDE, OSE/EIS</p> <p><i>Public Awareness Grantee</i></p> <p>SICC</p> <p>SEAC</p> <p>CIMP Steering Committee</p>	<p>Awareness and Dissemination: Improve understanding of complaint issues, including patterns of concern among key special education stakeholders through consistent reporting.</p>	<p><i>Annual: Report data to key special education stakeholders. (D1on)</i></p> <p><i>Ongoing: Regular reporting on all of the due process system will occur through The CEN Newslane, or other statewide publications that reach special education stakeholders, according to their publication schedule(s). (D2on)</i></p> <p><i>Ongoing: Use data for continuous improvement of the complaint system. (D3on)</i></p>	<p>Special Education stakeholders will have a greater understanding of the complaint process, patterns of concerns and time line issues and be able to distinguish legitimate delays from system failures.</p>

Strategic Directive: GS/SD3-02

Re-design the due process hearing system.

Current Level of Performance:

The OSEP raised concerns regarding the timeliness of hearing decisions and the perception of bias among Hearing Officers in Michigan. This concern prompted an in-depth exploration of the due process hearing system by the CIMP Steering Committee. Through the Design for Results process the CIMP Steering Committee and MDE, OSE/EIS staff reached a new level of understanding regarding the historical roots of Michigan's due process system and how it varies from the intent of dispute resolution in the IDEA. Michigan instituted its due process system model prior to PL 94-142 and had not revisited the structures and process despite the changes evident in the IDEA 97. CIMP participants recommend that the dispute resolution system be revised to align with the spirit and intent of the IDEA.

The CIMP Steering Committee sees hearings as a small component of the due process system relative to mediation and less formal alternative dispute resolution. A one tiered hearing system (Strategic Directive 35) with a series of salaried magistrates acting as independent fact finders (Strategic Directive 38) is recommended. Stakeholders further propose an independent advocate program with advocates trained in special education and the philosophy of the system to assist parents with the process (Strategic Directive 34). Reducing reliance on attorney involvement would reduce costs and promote a better balance of power. Also recommended is an ongoing user evaluation of the due process hearing system regarding process, participants and outcomes (Strategic Directive 33).

Time line Data: From January 1, 2002 through June 30, 2002, 102 hearings were requested. Of those, 7 hearings were held. Of the 7 cases, 5 were completed within the time line; 2 were overdue. One case was 10 days overdue; the other was 4 days overdue.

Timeliness of Hearings	1/1/99 to 12/1/99	1/1/01 to 12/1/01	01/01/02 to 06/30/02
% Closed within 45 day time line	22%	58.5%	71.4%
Range of days for overdue decisions	1 to 558 days	2 to 175 days	4 to 10 days

Improvement Plan Assumptions:

1. A salaried magistrate system will effectively manage the hearing process, eliminating concerns over bias and reducing time line concerns.
2. Independent advocates can improve the balance of power between parents and school districts by providing support to parents throughout the hearing process.
3. Evaluation of the hearing process will result in continuous improvement of the due process system
4. Continuing the improvements initiated in December 2001, including the tracking of individual hearing officers and reporting data to the public, will result in short-term improvements while the substantial systems change is undertaken.

Evidence of Change (Long Term)
<i>How will this make a difference for children with disabilities and their families?</i> Appropriate use of hearings as a last-resort due process mechanism and timely resolution of hearings leads to timely provision of early intervention services in the natural environment and free and appropriate public education in the least restrictive environment for infants, toddlers, children and youth with disabilities as measured by evaluation data.

General Supervision Strategic Directive: GS/SD3-02

Re-design the due process hearing system.

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS Contracted Consultant SICC SEAC CIMP Steering Committee	Oversight: Support a one tier system of salaried magistrates to hear all cases and act as independent fact finders.	By 12/02: Conduct evaluation of the length and cost of hearings, as well as user satisfaction to establish baseline data. (A1) By 12/02, initiate a study of existing models of one tier magistrate systems. (A2) By 06/03, present to key stakeholder groups a preferred magistrate model with supporting research-based rationale. (A3) By 12/03, develop proposed administrative rules. (A4) By 06/04, complete public hearings and comment. (A5)	Michigan has a one tier hearing system that stakeholders perceive is fair and effective as measured by evaluation data.

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS MI-CIS <i>Public Awareness Grantee</i> SICC SEAC CIMP Steering Committee	Oversight: Continue tracking the progress of hearings to improve timeliness, including analysis of data regarding delays in meeting time lines, tracking individual hearing officers, and reporting data to the public, while system reform is underway.	By 12/02, integrate hearing data into the MI-CIS. (AA1) <i>Annual: Report data to key special education stakeholders. (AA2on)</i> <i>Ongoing: Regular reporting on all aspects of the due process system will occur through The CEN Newsline, or other statewide publications that reach special education stakeholders, according to their publication schedule(s). (AA3on)</i>	Key special education stakeholders will have access to information regarding the timeliness of due process hearings.
MDE, OSE/EIS GLARRC, CADRE, NASDE SICC SEAC CIMP Steering Committee	Evaluation: Establish an ongoing user evaluation of the due process hearing system regarding process, participants and outcomes	By 12/02, create the evaluation design for current due process system. (B1) <i>Annual: Report data to key special education stakeholders (B2on)</i> <i>Ongoing: Use data for continuous improvement of the due process system. (B3on)</i>	Ongoing, effective evaluation results in continuous improvement of the hearing system as evidenced by timeliness data, participant satisfaction, and student outcomes.

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS	Capacity Building: Establish an independent advocate program to assist parents in the hearing process.	<p>By 12/02, study and report on models of independent advocacy. (E1)</p> <p>By 6/03, develop a Request for Proposals for the independent advocate program. (E2)</p> <p>By 10/03, fund the independent advocate program. (E3)</p>	Independent advocates assist families in navigating the hearing system as measured by evaluation data.

General Supervision Strategic Directive GS/SD4-02:

Improve public awareness of the due process system through effective marketing.

Current Level of Performance (Baseline Data):

Raising public awareness of the due process system is an important aspect of the strategic directives developed by the CIMP Steering Committee. Accessible materials that describe the due process system are needed. *It is really important to let all stakeholders know that Michigan is going to revamp the Due Process System so that it will be of more value in relation to outcomes for students with disabilities*, said one participant. It is recommended that the MDE, OSE/EIS strategically rollout the realignment of the due process system with the spirit of the federal requirements related to dispute resolution (Strategic Directive 44). Using multiple formats and settings, it is advised that the due process hearing system be disseminated (Strategic Directive 36) and the mediation project be promoted to a wider audience (Strategic Directive 46).

Public awareness activities were initiated in the Preliminary Improvement Plan developed December 2001. Since that time, two articles were included in the CEN Newslines (the Part B public awareness news magazine supported by the OSE/EIS). A third article is set to be published in August 2002.

Improvement Plan Assumptions:

1. Improving public awareness of the due process system will result in more informed use of the system and more fact-based discussions of its effectiveness.

Evidence of Change (Long Term)
<i>How will this make a difference for children with disabilities and their families?</i>
Accessible, culturally competent information regarding the current due process system ensures families, students and educators have opportunities to understand the due process system.

General Supervision Strategic Directive GS/SD4-02

Improve public awareness of the due process system through effective marketing.

Resources	Activities	Benchmarks and Time Lines	Outcomes
	Evaluation: Evaluate the effectiveness of the marketing plan and associated products with diverse stakeholders to assure accessibility and cultural competence.	<p>By 02/03, establish an advisory group through the <i>Public Awareness Grantee</i> that will review products to assure accessibility and cultural competency. (B1)</p> <p>By 06/03, establish production guidelines through the public awareness grantee(s) concerning accessibility and cultural competency for use by OSE/EIS staff and others contracted to produce documents for public use. (B2)</p> <p>Ongoing: Use the production guidelines consistently. Products will be evaluated according to established criteria and consumer feedback. (B3)</p>	Diverse stakeholders perceive public awareness materials as culturally competent, user friendly and accessible.
MDE, OSE/EIS Public Awareness Grantee	Awareness and Dissemination: Develop and disseminate an overview of the due process hearing system that is accessible in multiple formats and settings.	By 03/03, produce and disseminate an accessible overview of the current due process hearing system in multiple formats. (DD1)	The current due process hearing system will be understood by special education stakeholders as measured by evaluation data.

Result Area: Birth to Five

Introduction

All children with special needs, birth through five, meaningfully participate in school and life.

Family, school and community support the continuous growth and development of children with special needs.

The CIMP Steering Committee addressed the areas of concern raised through the self-assessment process and by the OSEP. The Design for Results Process outlined in Appendix A was used to discover causal relationships and deep drivers related to the Birth to Five system. It was realized through this process that the Birth to Five concerns are best addressed through a systemic approach that appreciates the interconnection of the issues.

Specific strategic directives were developed to address all areas of concern:

Concern Addressed	CIMP Steering Committee Strategic Directives
Establish an <i>Early On</i> System Review (EOSR) link to the General Supervision cluster, and set an EOSR cycle with a specified number of reviews per year.	<p>Contract with EO T & TA project to hire "monitors" to increase the number of sites reviewed.</p> <p>Build state and local level EO capacity to use data for planning and system improvement</p> <p>Create and implement a local service area self-assessment process which addresses community assets and development</p>

Concern Addressed	CIMP Steering Committee Strategic Directives
<p>Review the concern about sufficient numbers of service coordinators and the ability of families to identify their service coordinators. Address the local review process and appropriateness of evaluations within the Natural Environments cluster.</p>	<p>Identify specific policy and regulation changes needed to provide adequate funding for service coordination</p> <p>Adopt funding and service provision policies and guidelines across agencies that support EIS in the NE</p> <p>Study service coordination models (at local, state and national levels) to determine how to best provide service coordination in specific geographic areas</p> <p>Develop workload recommendations (based upon delivery models) for service coordinators.</p> <p>Base sustained learning activities on research results relative to effectiveness of EIS in NE</p> <p>Analyze the true cost of providing early intervention services and funding source(s)</p> <p>Conduct personnel development needs assessment of EO personnel</p> <p>Identify and promote successful models for conducting appropriate evaluations</p> <p>Develop the pre-service and in-service training curriculum for <i>Early On</i> personnel and families to address the competencies</p> <p>Establish state level funding as match for federal Part C funding.</p> <p>Identify and remove barriers to flexible funding system wide to fully support provision of services in early intervention services in the natural environment</p> <p>Institute fiscal reform including pooling of funds at the state and local levels</p> <p>Analyze child find data with service areas that are below the 2.2% target and provide technical assistance as needed</p> <p>Collect data from those families who do not complete the EO process</p> <p>Identify and promote successful models for conducting appropriate and timely evaluations.</p>

Concern Addressed	CIMP Steering Committee Strategic Directives
Work on barriers to information, referrals and services as noted in the Comprehensive Public Awareness and Child Find System cluster.	<p>Identify and address factors that contribute to the persistence of systemic Child Find barriers.</p> <p>Develop culturally competent Child Find practices and materials</p> <p>Inform all primary referral sources of their responsibility to complete Child Find activities</p> <p>Identify and promote successful and diverse tools and models for conducting appropriate evaluations.</p> <p>Update eligibility determination process and procedures</p> <p>Establish mechanisms to work with locals to improve performance (i.e., clear partner expectations regarding Child Find areas of concern)</p>
Address the consistency and timeliness of Transition Plans and options for children not eligible for Part B at age three within the Early Childhood Transition cluster.	Develop and implement standards for Part C to Part B transition for use by Part C and Part B monitors.

The Improvement Plan activities are labeled and grouped according to the functions they represent. These functional headings will allow the MDE, OSE/EIS to further analyze the early intervention and special education system needs and to allocate resources to meet the needs.

The functional categories used in this report are:

Oversight: These activities are primarily implemented by MDE, OSE/EIS staff to meet their responsibility to the MDE and the OSEP.

Evaluation: Indicates that the activity involves the systematic collection and assessment of information in order to provide useful feedback.

Data: Identifies new data needs.

Awareness and Dissemination: The activity is primarily information sharing and awareness building (e.g., one day workshop, brochure).

Sustained Learning: The activity involves ongoing learning for a group of stakeholders in order to help them enhance their practice.

Capacity Building: Identifies activities that enhance the capacity of the system, especially at the intermediate, local and building level, to implement systems change.

Advocacy: These activities need organized support from advocacy organizations in order to move forward. Legislative and State Board of Education actions are in this category.

Each Improvement Plan activity has associated resources, benchmarks, timelines, and an outcome. Each strategic directive includes information on the current level of performance and evidence of change. Appendix C contains a timeline compilation of all strategic directives.

Birth to Five Strategic Directive: B-5/SD1

Systems reform through policy and funding

Current Level of Performance:

Throughout their work, stakeholders pointed repeatedly to insufficient system capacity (including limited fiscal and human resources) as causal for many of the areas of concern. While at times much emphasis was put on the need for increased funding, a shared understanding emerged around the need for systems' reform through improved collaboration, shared technical assistance, and increased funding (Strategic Directive 35). Improving the collaboration among existing systems will greatly enhance the systems capacity. On their evaluations, several participants noted the rich opportunity that the steering committee process provided for interagency sharing that is so critical. *Perspectives and voices are heard...that we don't always hear. One participant added, I could inform the group about challenges that affect my agency's participation and ability to meet the criteria.* Translated into concrete action proposals, steering committee members recommended the coordination of the eligibility determination process and procedures (Child Find Strategic Directive 47).

This emphasis on improved collaboration and shared technical assistance does not, however, negate the need for enhanced fiscal resources. Committee members recommend that the MDE, OSE/EIS, identify and remove barriers to flexible funding system-wide to fully support provision of services in the Natural Environment (Strategic Directive 13) and institute fiscal reform including the pooling of funds at the state and local levels (Strategic Directive 25). They also proposed an increase private and state funding for *Early On* Child Find and child developmental evaluations (Strategic Directive 17).

In 1997 the Michigan Department of Community Health decided to use a Managed Care System to deliver the Children Special Health Care Services, a Title V program. Prior to that, the responsibility to enroll children into CSHCS was with the local public health departments. Public health department personnel over the years had been instrumental in the Part C/*Early On* Child Find and service coordination. Changes in delivery systems and fiscal decreases led to decreases in local staff previously involved in identifying and enrolling families into *Early On*. In 1998 public health personnel represented 18.8% of all service coordinators. In 2001, that figure decreased to 15.3%. Similarly, the mental health service coordinators represented 5.8% in 1998 and 4.2% in 2001. The Family Independence Agency (social services) service coordinators increased from 1.9% to 2.9% during the same time period. The vast majority of service coordinators (about 63%) are employed by education agencies. This pattern has remained relatively stable over the past few years.

Improvement Plan Assumptions:

1. Barriers to the delivery of EIS in the NE are interagency in nature and require policy and funding alignment.
2. Fiscal reforms will result in improved service coordination and services provided in natural environments.

Evidence of Change (Long Term)
<p data-bbox="246 304 1451 336"><i>How will this make a difference for children with disabilities and their families?</i></p> <p data-bbox="246 336 1451 388">A coordinated system of services will assist in providing infants and toddlers and their families with early intervention services in the natural environment</p>

Birth to Five Strategic Directive B-5/SD1-02:

Systems reform through policy and funding

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS Interagency Team Stakeholder group SICC CIMP Steering Committee	Oversight: Identify specific policy and regulation changes needed to provide adequate funding for service coordination	By 01/03, identify a representative stakeholder group to explore this issue. (A1) By 02/03 a stakeholder group identifies barriers to adequate funding for service coordination. (A2) By 02/04, identify potential sources within the state to augment the funding of early intervention service coordination and present to the PIT Crew (an interagency problem-solving group) and the State Board of Education. (A3) <i>Annual: Report progress to the SICC and CIMP Steering Committee (A4)</i>	Funding, policy and regulation constraints to service coordination will be known.

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS Interagency Team EO T & TA	Oversight: Adopt funding and service provision policies and guidelines across agencies that support EIS in the NE	By 10/02, conduct a statewide conference for LICCs to address EIS in the NE. (AA1) By 01/03, training and technical assistance are available to providers on the provision of EIS in the NE. (AA2) By 03/04, convene a stakeholder group to identify the status of barriers and opportunities in policies and practices to provide EIS in the NE (AA3)	Policies and guidelines for EIS in the NE are in place.
MDE, OSE/EIS NEC-TAC Interagency team	Oversight: Update eligibility determination process and procedures	By 04/03, receive technical assistance from the NEC-TAC regarding national patterns of eligibility. (AAA1) By 09/03, recommend eligibility determination process and procedures as appropriate and disseminate for field review. (AAA2) By 12/03, incorporate field review comments (AAA3) By 02/04, present proposed Part C state plan eligibility amendments to the MSBE (AAA4) By 05/04, release amendments for public comment (AAA5) By 12/04 incorporate eligibility amendments to the Part C state plan (AAA6)	Eligibility process and procedures are updated.

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS Interagency Team SICC sub-committee EO T&TA Public awareness grantee(s) NEC-TAC OSEP	Evaluation: Study service coordination models (at local, state and national levels) to determine how to best provide service coordination in specific geographic areas.	By 11/02, an SICC sub-committee collects various models for service coordination through consultation with NEC-TAC and the OSEP. (B1) By 03/03 an SICC sub-committee identifies the pros and cons of each model. (B2) By 08/03 develop guidelines on the use of each model, including case load recommendations. (B3) By 12/03, distribute guidelines to field through the public awareness grantee and EO T&TA. (B4) <i>Annual: Report progress to the SICC and CIMP Steering Committee (B5)</i>	Models of effective service coordination are disseminated
MI-CIS MDE, OSE/EIS SICC CIMP Steering Committee	Evaluation: Analyze the true cost of providing early intervention services and funding source(s)	By 12/02, report baseline MI-CIS service code data. (BB1) By 12/02, collect baseline data on average cost of each early intervention service. (BB2) <i>Annual: Report data to the SICC and CIMP Steering Committee (BB3)</i> <i>Ongoing: Promote use of IFSP protocol and submission of the service code to MI-CIS (BB4on)</i>	The true costs of early intervention services are the data used to discuss funding improvements.

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS Interagency Team Advocacy Groups Board of Education SICC SEAC CIMP Steering Committee	Advocacy: Establish state level funding as match for federal Part C funding.	<p>By 02/04, the policy reform agenda necessary to address this directive is forwarded to the SICC, the SEAC, and the CIMP Steering Committee. Organizations represented on these committees are asked to advocate for reform. (G1)</p> <p>By 02/04, the Part C Interagency Team takes the policy reform agenda to their respective state agencies for action. (G2)</p> <p>By 04/04, stakeholder groups collaborate and educate to support this policy reform. (G3)</p> <p>By 05/04, the policy reform is presented to the State Board of Education to be embedded in their action agenda. (G4)</p>	State level matching funds are available.

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS Interagency Team Advocacy Groups State Board of Education	Advocacy: Identify and remove barriers to flexible funding system wide to fully support provision of services in EIS in the NE.	<p>By 02/04, the policy reform agenda necessary to address this directive is forwarded to the SICC, the SEAC, and the CIMP Steering Committee. Organizations represented on these committees are asked to advocate for reform. (GG1)</p> <p>By 02/04, the Part C Interagency Team takes the policy reform agenda to their respective state agencies for action. (GG2)</p> <p>By 04/04, stakeholder groups collaborate and educate to support this policy reform. (GG3)</p> <p>By 05/04, the policy reform is presented to the State Board of Education to be embedded in their action agenda. (GG4)</p>	Funding across agencies is flexible.

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS Interagency Team Advocacy Groups State Board of Education	Advocacy: Institute fiscal reform including pooling of funds at the state and local levels.	<p>By 02/04, the policy reform agenda necessary to address this directive is forwarded to the SICC, the SEAC, and the CIMP Steering Committee. Organizations represented on these committees are asked to advocate for reform. (GGG1)</p> <p>By 02/04, the Part C Interagency Team takes the policy reform agenda to their respective state agencies for action. (GGG2)</p> <p>By 04/04, stakeholder groups collaborate and educate to support this policy reform. (GGG3)</p> <p>By 05/04, the policy reform is presented to the State Board of Education to be embedded in their action agenda. (GGG4)</p>	Funding across agencies is flexible

Birth to Five Strategic Directive: B-5/SD2

Collect, analyze and disseminate data statewide for system improvement.

Current Level of Performance:

The need to enhance the Early Intervention system’s capacity for data collection, analysis and use in its continuous improvement and service monitoring was a recurrent theme in explaining the causal factors for Birth to Five areas of concern. The CIMP Steering committee members recommend the development of *a systems review process that is data driven including identification of community assets and development (Strategic Directive 9)*. It was suggested that the MDE, OSE/EIS *contract with the Training and Technical Assistance Project to hire “monitors” to increase the number of sites reviewed (Strategic Directive 29)*.

Improvement Plan Assumptions:

- 1. Data improvements will result in information that can be used to improve service coordination, Child Find, delivery of services in natural environments, and developmental evaluations.

Evidence of Change (Long Term)
<i>How will this make a difference for children with disabilities and their families?</i> Children with disabilities and their families will receive early intervention services in an enhanced system of services built on improved data.

Birth to Five Strategic Directive B-5/SD2-02:**Collect, analyze and disseminate data statewide for system improvement**

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS MI-CIS EO T & TA SICC CIMP Steering Committee	Evaluation: Analyze child find data with service areas that are below the 2.2% target and provide technical assistance as needed	By 12/02, child find data is analyzed to identify service areas below the target. (B1) By 12/02 the MDE, OSE/EIS and EO T& TA will work directly with local service areas that are below the target to develop improvement plans. (B2) <i>Annual: Monitor service area statistics for improvement. (B3)</i> <i>Annual: Report data to SICC and CIMP Steering Committee. (B4)</i>	Child find targets are met in each service area throughout the state.
MDE, OSE/EIS Interagency team EO Evaluation Project SICC	Data: Collect data from those families who do not complete the EO process.	By 06/04, survey results will be reported to the SICC. (C1) By 12/04, the EO Family Survey will include follow-up with families not completing the EO referral process (C2)	Data are used to improve the referral processes.

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS MI-CIS	Capacity Building: Build state and local level EO capacity to use data for planning and system improvement	<p>By 07/03, the MI-CIS makes training available to Service Areas to improve their use of data (E1)</p> <p>By 07/03, information from data collection project is used in the Service Area Improvement Plan. (E2)</p> <p><i>Annual: Report data to SICC and CIMP Steering Committee (E3)</i></p> <p><i>Ongoing: MI-CIS delivers and completes an analysis of the data collected to MDE, OSE/EIS staff (E4on)</i></p>	Data based decision-making is evident in state funded projects and Local Service Areas as evidenced through work plans and Service Area Improvement Plans

Birth to Five Strategic Directive: B-5/SD3

Strengthen and coordinate training and personnel development to uniformly achieve state quality standards

Current Level of Performance:

- New Personnel Training and Technical Assistance Contractor initiated a relationship with partner agencies.
- Three new personnel development activities initiated in 2002: Annual *Early On* Conference, Semi-annual Institutes for new personnel, and an annual Local Interagency Coordinating Council Conference
- Subcontractor developed early intervention competency-based personnel development tool. Tools for Personnel Development (TPD) introduced at first annual *Early On* Conference in April 2002.
- New Higher Education Contractor in process of developing interdisciplinary curriculum to share with other institutions of higher learning.

Improvement Plan Assumptions:

1. Competency based training of EO personnel will result in higher quality services for infants and toddlers with special needs and their families.
2. Developing transition standards, providing training on the standards and monitoring their implementation will improve the consistency and timeliness of transition plans.

Evidence of Change (Long Term)
<i>How will this make a difference for children with disabilities and their families?</i>
Children with disabilities and their families will receive early intervention support from well-prepared personnel.

Birth to Five Strategic Directive B-5/SD3-02:

Strengthen and coordinate training and personnel development to uniformly achieve state quality standards

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS EO T&TA Public awareness grantee	Oversight: Develop and implement standards for Part C to Part B transition for use by Part C and Part B monitors.	By 08/02, release the Part C to Part B transition standards for public review and input. (A1) By 02/03, revise EOSR (monitoring) Part C to Part B forms to include transition standards (A2) By 04/03, provide training on standards for Part C to Part B transition (A3) By 06/03, Part C to Part B transition standards are in use for children eligible and those not found eligible for Part B. (A4) By 08/03, develop preschool to Kindergarten transition guidelines (A5) By 10/03, disseminate guidelines to the field. (A6)	Infants and toddlers and their families consistently experience timely and beneficial transitions as determined by monitoring reports and family surveys.

Resources	Activities	Benchmarks and Time Lines	Outcomes
<p>MDE, OSE/EIS</p> <p>EO Evaluation Project</p> <p>EO T&TA – TPD Project</p>	<p>Evaluation: Conduct personnel development needs assessment of EO personnel.</p>	<p>By 12/02, individual needs assessment are available through the TPD Project. Training and technical assistance is offered and materials made available based on identified needs (B1)</p> <p>By 12/03, the EO Personnel Needs assessment is included as part of Biennial Service Coordinator survey. (B2)</p>	<p>Children with disabilities and their families receive support from highly competent personnel as measured by family, service coordinator and implementation surveys.</p>

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE?EIS Interagency Team SICC CIMP Steering Committee NEC-TAC	Evaluation: Identify and promote successful models for conducting appropriate and timely evaluations.	<p>By 01/03, NEC-TAC will consult to identify appropriate evaluation models. (BB1)</p> <p>By 06/03, identify service areas that meet 45-day timeline based on data collected via MI-CIS. (BB2)</p> <p>By 12/03, detail best practices used to meet 45-day timeline. (BB3)</p> <p>By 05/04, disseminate information to the field through the <i>Early On</i> Conference (BB4)</p> <p>Annual: Report progress to SICC and the CIMP Steering Committee. (BB5)</p> <p>Ongoing: Conduct technical assistance to inform/train evaluators (BB6on)</p> <p>Ongoing: Interagency partners promote diverse evaluation tools accepted by Early On. (BB7on)</p> <p><i>Ongoing: Interagency partners promote early intervention materials and trainings within their agencies (BB8on)</i></p>	Children with disabilities and their families receive various comprehensive and appropriate evaluations as measured by the family survey and family focused groups.

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS EO T&TA GVSU EO T&TA - Capabilities Project Public awareness grantee(s)	Sustained Learning: Develop the preservice and inservice training curriculum for <i>Early On</i> personnel and families to address the competencies	<p>By 10/02, promote the use of TPD Project information through public awareness and EOT&TA. (F1)</p> <p>By 03/03, the public awareness grantee conducts parent trainings (F2)</p> <p>By 06/03, GVSU develops the preservice curriculum (F3)</p> <p>By 06/03, the EO T&TA project develops the inservice training curriculum (F4)</p> <p>By 07/04, parent TPD will be completed and disseminated. (F5)</p>	Competency based preservice and inservice systems are in place as measured by the biennial service coordinator survey.

Resources	Activities	Benchmarks and Time Lines	Outcomes
<p>Interagency Team</p> <p>MI-CIS</p> <p>Public awareness grantee</p> <p>GVSU</p> <p>EO T&TA</p> <p>SICC</p> <p>CIMP Steering Committee</p>	<p>Sustained Learning: Base sustained learning activities on research results relative to effectiveness of EIS in NE</p>	<p>By 06/03, research based information on EIS in the NE is developed. (FF1)</p> <p>By 09/03, disseminate EIS in the NE information to stakeholders. (FF2)</p> <p>By 09/03, develop sustained learning offerings for the provision of EIS in the NE. (FF3)</p> <p><i>Annual: Report data to the SICC and the CIMP Steering Committee. (FF4)</i></p> <p><i>Ongoing: EOSR and MI-CIS collect data on EIS in the NE. (CC5on)</i></p>	<p>Ongoing learning on EIS in the NE for parents and providers is consistent with research based practice.</p>

Birth to Five Strategic Directive: B-5/SD4

Public awareness: engage the public and our partners

Current Level of Performance:

Data have improved significantly over the past five years on the percentage of specific referral sources that are reported to the MDE OSE-EIS. At this time, the referral sources are known for about 72% of the 3,298 children and families. The most frequent referral source is Public Health (16.1%), followed by other collaborating agencies (16%), hospitals (15%), families (9.7%) and education agencies (9.4%).

Physician referrals have decreased by about 50% over the past three years, from about 500 to about 250, while hospital referrals have more than doubled, from about 900 to about 2400. Social Services (FIA) referrals have also more than doubled, from about 200 to about 500.

Improvement Plan Assumptions:

1. Increasing awareness of Child Find responsibilities locally will result in improved Child Find.
2. Providing models and promoting evaluation tools will improve the quality of developmental evaluations for infants, toddlers and their families.

Evidence of Change (Long Term)
<i>How will this make a difference for children with disabilities and their families?</i>
Infants and toddlers with special needs and their families will have timely access to an interagency system of effective supports and services as measured by evaluation, monitoring and MI-CIS data.

Birth to Five Strategic Directive B-5/SD4-02:

Public awareness: engage the public and our partners

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS Interagency team Public awareness grantee(s) MI-CIS SICC CIMP Steering Committee	Awareness and Dissemination: Inform all primary referral sources of their responsibility to complete Child Find activities	By 09/02, a Child Find public awareness campaign is developed (D1) By 12/02, Child Find public awareness materials are printed and disseminated to all primary referral sources. (D2) <i>Annual: Report on referral source data to the SICC and the CIMP Steering Committee. (D3)</i>	The <i>Early On</i> system will meet the 2.2% referral target as measured by EO snap shot data (MI-CIS)
Public awareness grantee CLAS	Awareness and Dissemination Develop culturally competent Child Find practices and materials	By 02/03 re-establish an advisory group for public awareness via public awareness grantee(s). (DD1) By 06/03, identify criteria to serve as the basis for the materials review process. (DD2) <i>Ongoing: Review Child Find materials for cultural competence. (DD3on)</i>	Child Find materials and practices will be perceived of as culturally competent as measured by consumer feedback.

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS MI-CIS Interagency team EO T&TA SICC CIMP Steering Committee	Capacity Building: Establish mechanisms to work with locals to improve performance (i.e., clear partner expectations regarding Child Find areas of concern)	<i>Annual: Analyze and report data from MI-CIS regarding Child Find target to SICC and CIMP Steering Committee. (E1)</i> <i>Ongoing: Provide technical assistance to service areas not meeting Child Find target. (E2on)</i>	Mechanisms exist to improve Child Find in local service areas, particularly concerning partner agency expectations as measured by referral data.

Resources	Activities	Benchmarks and Time Lines	Outcomes
<p>NEC-TAC</p> <p>MDE, OSE/EIS</p> <p>Public Awareness grantee(s)</p> <p>EO T&TA</p>	<p>Sustained Learning: Identify and promote successful and diverse tools and models for conducting appropriate evaluations.</p>	<p>By 01/03, identify various infant and toddler evaluation tools through consultation with NEC-TAC. (F1)</p> <p>By 03/03, disseminate information regarding evaluation tools to the field through the EO Newsletter and conferences. (F2)</p> <p>By 10/03, provide training on various evaluation tools. (F3)</p>	<p>EO providers will conduct appropriate developmental evaluations for infants and toddlers with special needs as measured by EOSR/monitoring and evaluation data.</p>

Birth to Five Strategic Directive: B-5/SD5

Build and improve local capacity through self-assessment and continuous improvement.

Current Level of Performance:

A State Interagency Coordinating Council sub-committee is assisting the MDE, OSE/EIS in the design of a local self-assessment tool that the local *Early On* service areas can use on an annual basis to measure their local performance (Strategic Directive 30). The steering committee recommends that this process address the community assets/development (Strategic Directive 15) and the development of a continuous improvement plan in each service area (Strategic Directive 10). They recommend that the MDE, OSE/EIS identify and address factors that contribute to the persistence of systemic boundaries (Strategic Directive 23). Examples of these boundaries may include dimensions related to attitude, power, or finance. It was suggested that a mechanism be established to break such boundaries, perhaps at the Pulling It Together (PIT) crew level or higher.

Improvement Plan Assumptions:

- 1. Engaging in a local self-assessment process will improve the EOSR process and outcomes for infants and toddlers and their families.
- 2. Combining multi-source data (EOSR, MI-CIS, and EO Evaluation Project data) will result in a more comprehensive performance review at the local service area level.
- 3. Understanding systemic barriers will result in action that improves Child Find.

Evidence of Change (Long Term)
<i>How will this make a difference for children with disabilities and their families?</i>
Infants, toddlers and families will have timely access to an interagency system of effective supports and services as measured by evaluation, monitoring, and MI-CIS data.

Birth to Five Strategic Directive B-5/SD5-02:

Build and improve local capacity through self-assessment and continuous improvement

Resources	Activities	Benchmarks and Time Lines	Outcomes
MDE, OSE/EIS EO T&TA	Oversight: Contract with T & TA project to hire monitors to increase the number of sites reviewed.	By 12/02, hire and train contract monitors. (A1) By 08/03, monitor 10 sites. (A2) By 08/04, monitor 12 additional sites. (A3)	Infants, toddlers and their families will have an early intervention system in place that protects their rights as measured by EOSR results.
MDE, OSE/EIS SICC CIMP Steering Committee	Evaluation: Identify and address factors that contribute to the persistence of systemic Child Find barriers.	By 06/03, develop local Child Find self-assessment tool for distribution to the field. (B1) By 04/04, report findings/discoveries to the SICC and CIMP Steering Committee. (B2) By 06/04, compile self-assessment tool results into statewide data (B3) By 11/04, identify systemic issues through data. (B4) <i>Ongoing: SICC sub-committees work to address identified systemic barriers. (B5)</i>	Persistent systemic barriers to Child Find will be understood and acted upon as measured by improved Child Find data.

Resources	Activities	Benchmarks and Time Lines	Outcomes
	Capacity Building: Create and implement a local service area self-assessment process which addresses community assets and development	<p>By 06/03, develop a local self-assessment tool for distribution to the field. (E1)</p> <p>By 04/04, report findings to the SICC and CIMP Steering Committee. (E2)</p> <p>By 06/04, self-assessment tool results compiled into statewide data (E3)</p> <p>By 11/04, disseminate self-assessment information regarding community assets. (E4)</p> <p>By 01/05, use results to develop local and statewide training. (E5)</p> <p><i>Ongoing: Report results to the SICC and the CIMP Steering Committee. (E6)</i></p>	Local service areas will engage in their own self-assessment annually resulting in continuous improvement as measured by submission of the annual local self-assessment tool
MDE, OSE/EIS <i>Early On</i> Evaluation Project MI-CIS EOSR	Capacity Building: Coordinate EO various sources of data to develop a continuous improvement plan in each local service area	<p>By 07/03, multiple data from EOSR, local self-assessment tool, the <i>Early On</i> Evaluation Project, and MI-CIS are used to complete the Service Area Improvement Plan (EE1)</p> <p>By 09/03, enhance the EOSR cycle to provide a comprehensive review for each area every five years. (EE2)</p>	Infants, toddlers and their families will have an early intervention system in place that protects their rights as measured by various sources of data.

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